

Core Question 3: Is the organization effective and well run?

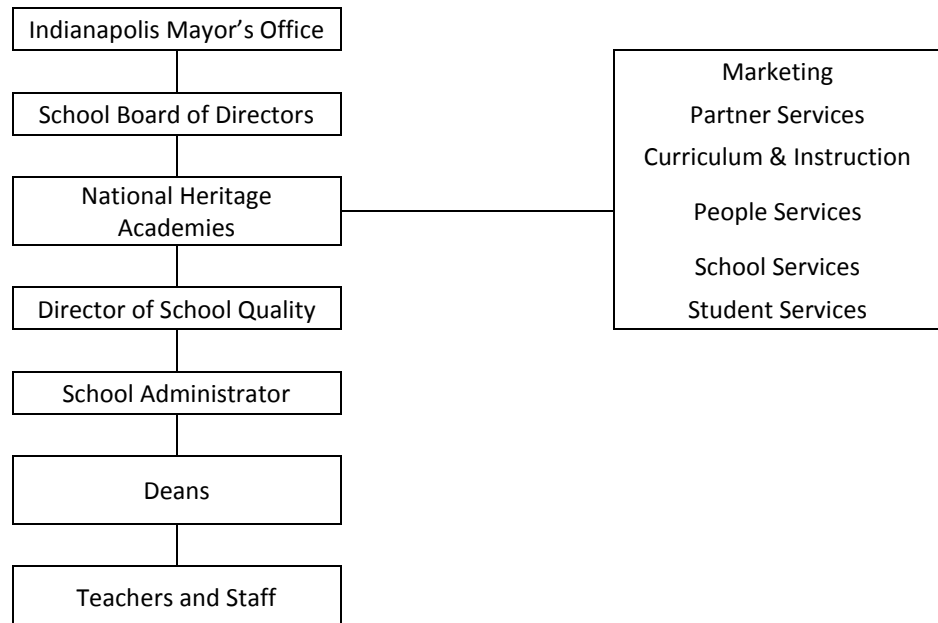
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	ES	MS	MS	AS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The Principal at Andrew J. Brown Academy (AJB) has nearly twenty years of educational experience with over a decade in school leadership positions. This was his first year serving at AJB and he worked quickly to establish clear systems for the leadership team. For the 2014-2015 school year, the administrative staff consisted of the principal and three deans, who shared the responsibilities of academic and instructional oversight, professional development, discipline, and general school operations. While there was some transition between school years, once the school year started the leadership team remained stable.

The Principal maintained frequent communication with staff, families, the board of directors, National Heritage Academies (NHA), the school's Educational Management Organization (EMO), and the Mayor's Office (OEI). Additionally, he established several new relationships with community partners to aid in student recruitment and to support school activities throughout the year. At monthly board meetings, he provided a detailed a thorough report on school progress that included enrollment, academics, athletics, staffing, and school events.

Organizational Chart



Due to the school's low academic performance in the 2013-2014 school year, AJB was identified as a "Priority School" by the Indiana Department of Education (IDOE). This involved creating an extensive Student Achievement Plan, receiving two site visits from the IDOE, as well as participating in additional meetings and check ins with OEI. In the process, the Principal employed the staff to identify root causes of low performance, set meaningful goals, and develop robust action steps to address the root causes. For example, the school worked to improve systems regarding classroom data analysis, student culture and discipline, Response to Instruction, TAP cluster meetings, and professional development. Results on formative assessments demonstrated improvement in student growth from the previous year, indicating some effective implementation of strategies.

Overall, the Principal demonstrated sufficient academic and organizational leadership as well as a clear commitment to school improvement. Thus, Andrew J. Brown Academy receives a Meets Standard for the 2014-2015 school year.

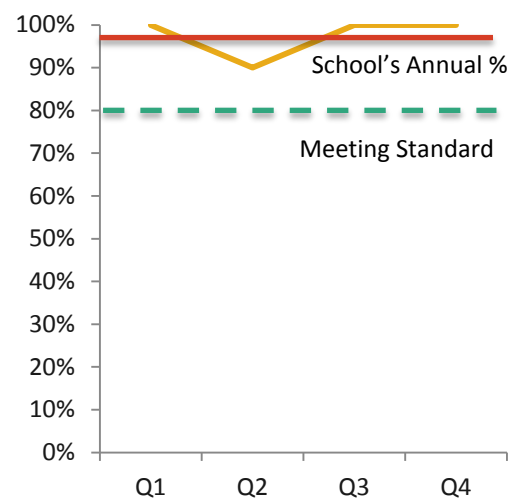
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	MS	MS			
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						AS

Andrew J. Brown Academy contracts with National Heritage Academies (NHA) as its Education Management Organization (EMO). One of the services NHA provides is managing the school's compliance with the Mayor's Office, the Indiana Department of Education, and state and federal laws. For the 2014-2015 school year, NHA submitted 90% of documents on time or early.

NHA worked with the school and the board to oversee compliance with the charter agreement and in meeting governance obligations. An NHA representative attended every board meeting to provide operational support and oversight (including meeting agendas and adherence to board policies and bylaws) and to ensure alignment between the school, the board, and the EMO. While the Principal was actively engaged in meetings with OEI, on a few occasions meetings were unexpectedly canceled or unattended.

Despite the concern over meeting attendance, and due in large part to NHA's compliance and support in governance, AJB receives a Meets Standard on this indicator for the 2014-2015 school year

On-Time Compliance Reporting Percentage



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	AS	AS	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						AS
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						AS

During the 2014-2015 school year, AJB's board was led by the founding board president and was comprised of seven directors with backgrounds in education, business, law, and community engagement. Additionally, in an effort to ensure alignment between the board and EMO, a NHA representative attended every meeting. While the board is able to utilize NHA staff for a variety of services, the board lacks a comprehensive and diverse roster and would greatly benefit from adding directors with skillsets such as finance and marketing to its oversight.

All official board and school documents were branded with AJB's mission and all board directors demonstrated a clear understanding of the mission. Board meeting minutes and notes reflect discussions that revolved around supporting the school and principal.

As noted in 3.2, NHA provided operational support and oversight for governance obligations. While NHA fulfilled this obligation, it was apparent that the board was reliant upon NHA to remain in compliance with governance obligations. For example, NHA ensures compliance with Indiana Open Door Law (through posting meeting notices and providing minutes), sets the meeting agendas, and informs the board of policies and procedures (such as when terms are expiring and when it is necessary to vote for officers). This delegation raises some concern over the board's capacity to independently manage governance obligations.

The AJB board regularly met quorum during the 2014-2015 school year with the majority of director regularly in attendance. However, a few directors missed three or more meetings with one director absent from all but one meeting all year. Additionally, discussions at board meetings were primarily driven by two to three directors and often revolved around clarifying questions. While the board was clearly supportive of the school and its mission, the school would benefit greatly from stronger engagement from the board, including higher attendance from all directors as well as meaningful contribution of skillsets to support with school needs.

Skill Sets Represented on Board

Community



Education



Business



Legal



Board Overview

Andrew J. Brown Charter School, Inc. holds the charter for Andrew J. Brown Academy.

7

Members

majority

Required for Quorum

The AJB board holds 7 meetings per year.

The board contracts with an Education Management Organization, National Heritage Academies (NHA), to provide services for the school.

During the 2014-2015 school year, NHA handled the majority of governance-related responsibilities and ensured that the board remained in compliance with the board's bylaws, policies, and Indiana Open Door Law. However, on two occasions, the board did request to hold a private meeting after the regular board meeting to discuss governance issues. Since this was not scheduled or publicly noticed, it was in violation of Indiana Open Door Law. Once notified, the board immediately corrected the issue and there were no further violations.

Due to consecutive years of receiving an approaching standard on this indicator, OEI issued a formal notice of deficiency to the AJB board in the spring of 2015. As a result and to address the concerns above, the board decided to engage an external charter school board consultant to provide training on effective school oversight for the 2015-2016 school year. However, for the reasons explained above, the board receives an **Approaching Standard** on this indicator for the 2014-2015 school year.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	n/a	n/a	n/a	DNMS	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						AS

During the 2014-2015 school year, NHA provided support in the areas of governance compliance and management, human resources, facilities, accounting, contracts and legal services, professional development, and curriculum. They provided up-to-date information in these areas at critical times throughout the year and maintained consistent communication with both the board and the Mayor's Office.

One of the specific responsibilities of NHA is to provide an annual evaluation of the school principal. While NHA did provide an evaluation for the 2014-2015 school year, the board did not review it, nor did it discuss any objective measurement of principal performance. However, the board did implement a formalized tool to assess its own performance and reviewed during a regular board meeting. The lack of formal and informal review processes for the principal and NHA hindered the board's ability to assess and reflect on performance throughout the year and to create meaningful school improvement plans.

The Mayor's Office (OEI) met with the board throughout the year to discuss concerns over academic, financial, and governance performance. Following those meetings, directors engaged much more in discussions of school performance and improvement plans and held the Principal and NHA accountable for providing additional information around these concerns. While the increased involvement of the board during the 2014-2015 school year and the plans to engage with the charter school board consultant demonstrate a commitment to improvement, due to the lack of formalized monitoring and evaluation systems, the board receives an **Approaching Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, AJB's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of AJB's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	N/A	N/A	N/A	N/A	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	Each year, AJB will have an overall parent satisfaction rate of 80% with at least 50% of parent responding to a school-administered parent satisfaction survey.						ES
	AJB will incrementally reduce level 5 and 6 discipline referrals.						DNMS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, AJB set its first non-academic goal around parent satisfaction. The school reported that 86% of parents responded that they were overall satisfied with the school with 67% of parents participating in the survey. Therefore, the school receives an **Exceeds Standard** on this goal.

AJB set its second goal around the reduction in level 5 and 6 discipline referrals. The school reported a 0% reduction of these specific levels of referrals, and therefore receives a **Does Not Meet Standard** on this goal.

Overall, due to the ratings of the individual goals above, AJB receives an **Approaching Standard** on this indicator for the 2014-15 school year.